

SECOND REGULAR SESSION
HOUSE COMMITTEE SUBSTITUTE FOR
HOUSE BILL NO. 1817
91ST GENERAL ASSEMBLY

Reported from the Committee on Education - Elementary and Secondary, February 21, 2002, with recommendation that the House Committee Substitute for House Bill No. 1817 Do Pass.

TED WEDEL, Chief Clerk

4190L.05C

AN ACT

To amend chapter 160, RSMo, by adding thereto one new section relating to accountability for priority and performance schools.

Be it enacted by the General Assembly of the state of Missouri, as follows:

Section A. Chapter 160, RSMo, is amended by adding thereto one new section, to be
2 known as section 160.720, to read as follows:

**160.720. 1. The department of elementary and secondary education shall identify
2 for recognition by the governor schools demonstrating high student achievement to be
3 designated as performance schools. In addition, the department of elementary and
4 secondary education shall identify those waivers of administrative rule authorized under
5 state law appropriate for the recognized school district or school.**

**6 2. The department of elementary and secondary education shall identify priority
7 school districts and priority schools based upon the following criteria:**

**8 (1) School attendance centers declared academically deficient by the state board
9 of education pursuant to section 160.538;**

**10 (2) School districts declared unaccredited or provisionally accredited by the state
11 board of education pursuant to section 161.092, RSMo; or**

**12 (3) School districts or school attendance centers that meet none of the accreditation
13 standards on student performance established by the state board of education based upon
14 the statewide assessment system authorized pursuant to section 160.518.**

**15 3. The board of education of any priority school district or priority school shall
16 submit, as a part of a comprehensive school improvement plan, an accountability
17 compliance statement that shall:**

18 (1) Identify and analyze areas of deficiency in student performance by school,

19 grade, and academic content area;

20 (2) Provide a comprehensive strategy for addressing these areas of deficiency;

21 (3) Assure disclosure of these areas of deficiency in the school accountability report
22 card required pursuant to section 160.522;

23 (4) Permit a metropolitan district that is implementing a program of academic
24 improvement in a school or schools identified pursuant to a settlement agreement for a
25 desegregation lawsuit to submit the elements of the plan for academic improvement which
26 correspond to the elements of the accountability compliance statement required in
27 subdivisions (1) to (3) of this subsection for review for possible waiver solely in regard to
28 the schools identified for academic improvement pursuant to the settlement agreement;
29 and

30 (5) Require the school administration to enforce the discipline codes that have been
31 established in the school.

32 4. The comprehensive strategy for addressing areas of deficiency required pursuant
33 to this section shall address the following areas:

34 (1) Align curriculum to address areas of deficiency in student achievement;

35 (2) Develop, for any student who is not receiving special education services under
36 an individualized education plan pursuant to sections 162.670 to 162.699, RSMo, who is
37 performing at a level not determined or at the lowest level of proficiency in any subject
38 area under the statewide assessment established pursuant to section 160.518, an academic
39 agreement in that subject area which shall:

40 (a) Be developed by the teacher or teachers in consultation with the child's parent,
41 guardian, or other adult responsible for the student's education;

42 (b) Outline responsibilities for the student, parent, guardian, or other adult
43 responsible for the student's education, teachers, and administrators in completing the
44 agreement. Such agreements shall not require the level of documentation and procedural
45 complexities of an individualized education plan pursuant to sections 162.670 to 162.699,
46 RSMo, but shall contain sufficient detail for all parties to understand their responsibilities
47 in the implementation of the student's academic agreement. Academic agreements
48 pursuant to this subdivision do not require direct submission to the department of
49 elementary and secondary education;

50 (c) State that the student's parent, guardian, or other adult responsible for the
51 student's education shall act in good faith to implement the academic agreement and make
52 reasonable efforts to meet with the teacher when requested or required by the agreement;

53 (d) Require those students performing at a level not determined or at the lowest
54 level of proficiency in any subject area under the statewide assessment established

55 pursuant to section 160.518 to be provided with additional instruction time and for
56 students in grades 9 to 11 to retake the assessment;

57 (e) Ensure that the academic agreement follows the student when the student
58 changes teachers or schools within the district; and

59 (f) Permit, at the teacher's discretion, review of the academic agreement at any
60 point when the teacher believes that goals have been met or are in need of reinforcement;

61 (3) Focus state and local professional development funds on the areas of greatest
62 academic need, including a statement relating to accessing the resources and services of the
63 regional professional development center and support from state professional development
64 funds;

65 (4) Create programs to improve teacher and administrator effectiveness;

66 (5) Establish school accountability councils consistent with the procedures stated
67 in subsection 5 of section 160.538, or align existing parent advisory council with the
68 requirements of subsection 5 of section 160.538;

69 (6) Develop a resource reallocation plan for the district; and

70 (7) Consider the need to implement strategies pursuant to this subsection for feeder
71 schools of any priority school.

72 5. The school district shall include in any program for improvement of teacher and
73 administrator effectiveness in an accountability compliance statement policies that will:

74 (1) Require school administrators and teachers, including teachers who are
75 provisionally or temporarily certified, to participate in one of the following programs of
76 professional development:

77 (a) A mentoring program meeting standards established by the state board of
78 education or supervised by an individual previously designated by the department of
79 elementary and secondary education as a regional resource teacher;

80 (b) Successful completion of a training program for certification as a scorer under
81 the statewide assessment program authorized pursuant to section 160.518; or

82 (c) Enrollment and making adequate progress towards national board certification;

83 (2) Provide one additional year of intensive professional development assistance to
84 teachers and administrators who do not complete or make adequate progress in the
85 professional development activities described in subdivision (1) of this subsection;

86 (3) Exempt from the professional development requirements accountability
87 compliance statement as provided in subdivision (1) of this subsection, any individual who:

88 (a) Holds qualifying scores in the appropriate professional assessment as
89 determined by the state board of education or who elects to take and receive a qualifying
90 score of that assessment;

- 91 (b) Holds national board certification;
- 92 (c) Is certified as a scorer under the statewide assessment program;
- 93 (d) Is designated by the department of elementary and secondary education as a
- 94 regional resource teacher;
- 95 (e) Serves as a mentor teacher for one school year in a program meeting standards
- 96 adopted by the state board of education; or
- 97 (f) Successfully completes an appropriate administrator academy program offered
- 98 pursuant to section 168.407, RSMo.
- 99 6. Any resource reallocation plan shall include at least one of the following
- 100 elements:
- 101 (1) Reduce class size in areas of academic concern;
- 102 (2) Establish full-day kindergarten and preschool programs;
- 103 (3) Establish after-school, tutoring, and other programs offering extended time for
- 104 learning;
- 105 (4) Employ regional resource teachers designated by the department of elementary
- 106 and secondary education or national board-certified teachers, along with appropriate
- 107 salary enhancements for such teachers;
- 108 (5) Establish programs of teacher home-visitation to encourage parental support
- 109 of student learning; and
- 110 (6) Create "school within a school" programs to achieve smaller learning
- 111 communities within priority schools.
- 112 7. The state board of education shall establish by administrative rule standards to
- 113 evaluate accountability compliance statements, based upon the following criteria:
- 114 (1) An accountability compliance statement shall be submitted to the department
- 115 of elementary and secondary education on or before August fifteenth following any school
- 116 year in which a school district meets the criteria established under subsection 2 of this
- 117 section;
- 118 (2) The department of elementary and secondary education shall review and
- 119 identify areas of deficiency in the plan within thirty days of receipt; and
- 120 (3) Changes to the plan shall be forwarded to the department of elementary and
- 121 secondary education within thirty days of notice to the district of the areas of deficiency.
- 122 8. The department of elementary and secondary education shall withhold funds to
- 123 be paid to the school district, as authorized in section 163.031, RSMo, until such time as the
- 124 district submits an accountability compliance statement meeting the standards authorized
- 125 pursuant to this section within the timelines established herein.
- 126 9. The department of elementary and secondary education shall develop within

127 **three years of the adoption of this section a program of administrator mentoring focusing**
128 **on the needs of priority schools and priority school districts and meeting standards**
129 **established by the state board of education.**

130 **10. No rule or portion of a rule promulgated pursuant to the authority of this**
131 **section shall become effective unless it has been promulgated pursuant to chapter 536,**
132 **RSMo.**